

## *Editorial*

### **The Clinical is Political**

Elaine Hall

Northumbria University, UK

[Elaine.Hall@northumbria.ac.uk](mailto:Elaine.Hall@northumbria.ac.uk)

Our winter issue has serendipitously gathered a collection of papers that reflect clinicians' engagement with society. Our recent and fantastically successful (thank you Monash colleagues and all participants!) was all about [Adding Value](#) and in this issue our authors demonstrate the range of ways in which this can be done. I am positing that we are all political in our actions, whether or not we consider ourselves to be, since we are interacting moment by moment with our societies and each micro-interaction, as well as each '4 star impact' is a part of our political contribution. Seamus Heaney's 1966 poem 'Digging' speaks to the dignity of all kinds of labour and in this spirit we offer you many kinds of action, many ways to make a clinical mark on the world, many tools with which to dig.

*By God, the old man could handle a spade.*

*Just like his old man.*

*My grandfather cut more turf in a day*

*Than any other man on Toner's bog.*

*Once I carried him milk in a bottle  
Corked sloppily with paper. He straightened up  
To drink it, then fell to right away  
Nicking and slicing neatly, heaving sods  
Over his shoulder, going down and down  
For the good turf. Digging.*

*The cold smell of potato mould, the squelch and slap  
Of soggy peat, the curt cuts of an edge  
Through living roots awaken in my head.  
But I've no spade to follow men like them.*

*Between my finger and my thumb  
The squat pen rests.  
I'll dig with it.*

From 'Death of a Naturalist'

There are so many causes and issues competing for our attention. Appropriately enough, Adrian Evans starts us off to actually save the world with his Greenprint for a Climate Defence Clinic, focusing on opportunities both to inform students and to harvest their enthusiasm for this fight.

Yvette Maker, Jana Offergold and Anna Arstein-Kerslake highlight an emerging area of clinical work in equalities, looking at the work done in Melbourne's disability rights clinic.

Next, Jill Alexander and Carol Boothby look at equality from the students' point of view, considering the impact on employability for clinic students, who may otherwise lack opportunities for work experience.

Janet Thompson Jackson and Susan R. Jones consider how clinic can support businesses, both in terms of the advantages to society of better businesses from a purely functionalist legal point of view and also in terms of providing support for businesses to consider how to be better, technologically, socially and environmentally.

Many clinical colleagues across the world are actively involved in immigration work, though in some countries there are jurisdictional limits to what clinics can do. In our Practice report, Frances Ridout, Deirdre Gilchrist and Jeremy Dunn report on the work at Queen Mary University of London where an active and positive engagement with the Office of the Immigration Services Commissioner has led to new insights and practice – an object lesson of how to 'dig in' to the possibilities.

Finally in this edition, a focus on tools: if we are going to dig then as well as spades we might need hoes, picks and shovels. Paul Dargue's review of *Empirical Legal Research In Action* reminds us to look beyond our accustomed tools to what might be revealed if we picked up another.

## *Research Opportunity*

### Promoting Wellbeing through Clinical Legal Education

Calling all Legal Academics and Clinical Legal Educators!

*Are you actively involved in teaching a clinical subject?*

*Have you taught a clinical subject in the past?*

*Have you contributed to teaching a clinical subject?*

A research team at Monash Law Faculty would like to invite you to complete brief questionnaire which provides an indication of your motivational orientation. Your involvement will contribute to clinical legal education scholarship, and it will help the research team to explore ways in which clinical legal education might be associated with law student wellbeing. You may also benefit from reflecting on your own motivations for teaching!

For further information please contact:

**Claire Carroll, Student Researcher**

Faculty of Law

Phone: 0484006270

Email: [claire.carroll@monash.edu](mailto:claire.carroll@monash.edu)

There are so many wonderful clinical events for 2019!

The Association for Canadian Clinical Legal Education (ACCLE) will be returning to Western University, Faculty of Law, for their 10th Annual Conference,

**“Looking Back, Moving Forward: Future Challenges for Clinical Legal Education  
in Canada”.**

June 12-14, 2019. The call for [proposals](#) closes on 31<sup>st</sup> January 2019

## **ENCLE – IJCLE 2019**

Comenius University, Bratislava, Slovakia

3-5<sup>th</sup> July

### **Improving the Future: using Clinical Legal Education to educate Lawyers for a Just Society**

In this year's conference we look at a core goal of Clinical Legal Education – Justice. As the world faces unprecedented challenges in terms of climate, challenge to the rule of law and political and social upheaval, the conference provides an opportunity to consider and plan for the role of Clinical Legal Education in this new environment.

As always papers are welcomed from the broad spectrum of Clinical Legal Education and particularly on the following themes:

- The role of Clinic in maintaining liberty rights and advancing the rule of law
- Climate change and environmental justice through Clinical Legal Education
- Educating future lawyers – in what ways can clinic shape future lawyers' aspirations and contributions to a just society?
- Researching the impact of clinic
- Interdisciplinary approaches to advancing justice and educating for a just society
- Technological innovation in the pursuit of a just society: access and information for all in the law

#### **Taking part**

Presentations at IJCLE/ENCLE can take one of three formats, each with its own structure and proposal application form:

- PechaKucha
  - These short presentations are timed and rely on strong visuals. Please follow [this link](#) to learn more. A PechaKucha consists of 20 slides timed to change every 20 seconds, so each presentation lasts 6 minutes and 40

seconds. Each presenter in PechaKucha session will be assigned a 10 minute slot to allow for a question to be posed. We anticipate that PechaKuchas will consist of short introductions to new work, methodological innovations or insights from the field.

- Paper presentation
  - These will be in traditional conference paper format with a twenty minute presentation followed by questions. Please indicate which conference theme(s) your paper addresses to aid the programming team.
- Interactive seminar
  - These sessions will be 45 minutes long and will involve active participation from the audience as well as input from the presenters and will be designed to generate discussion and new learning for the participants and convenors.

## **Key Dates**

Papers open for submission January 2019

Deadline for submission of papers	29.3.19
-----------------------------------	---------

Confirmation of paper accepted no later than	30.4.19
--	---------

Conference Registrations Open	28.2.19
-------------------------------	---------

## **GAJE's 10th Worldwide Conference**

will take place in Bandung, Indonesia from the 4th through the 10th of December 2019 on the campus of Pasundan University. Once again, the conference will consist of two parts: a General Conference, with plenaries and concurrent sessions on various themes and topics (4-8 December), and a Training-of-Trainers (TOT) workshop on practical aspects for implementing justice education, including clinical teaching methods (9-10 December).

Further information about the conference, including a call for proposals, registration, and other program details will be announced in early 2019.